

Contents

Part I: Basic Models of Creative Processes

1 Preliminaries	3
(Andrzej P. Wierzbicki, Yoshiteru Nakamori)	
1.1 Introductory Remarks	3
1.2 Conclusions from <i>Creative Space</i>	3
1.3 Descriptive and Prescriptive Models of Knowledge Creation	10
1.4 <i>Ba</i> and <i>Creative Environments</i>	11
1.5 Philosophical Questions	13
1.5.1 Knowledge Management and Creative Holism	13
1.5.2 Technology and Change	14
1.5.3 The Processes of Emergence of Basic Concepts and the Problem of a New Episteme in Knowledge Civilisation	16
1.6 The Contents of this Book	18
1.7 Acknowledgements	23
2 Testing the Triple Helix Model	25
(Jing Tian, Andrzej P. Wierzbicki, Hongtao Ren, and Yoshiteru Nakamori)	
2.1 Introductory Remarks	25
2.2 Knowledge Creation Processes	27
2.3 A Survey of Scientific Creativity Support	30
2.3.1 Background and Goals	30
2.3.2 Questionnaire Design	31
2.3.3 Study Instruments	32
2.4 Analysis of Survey Results	32
2.4.1 Reference Profiles and Achievement Functions	34
2.4.2 The Application of Reference Profiles in Our Research	37
2.4.3 Survey Findings	40
2.5 Discussion	42
2.6 Conclusions	44
3 Knowledge Sciences and JAIST Nanatsudaki Model	47
(Andrzej P. Wierzbicki, Yoshiteru Nakamori)	
3.1 Introductory Remarks	47
3.2 Knowledge Management versus Technology Management	48
3.3 The Emergence of Knowledge Sciences	50

3.4	The Need for a Prescriptive Synthesis of Knowledge Creation Processes.....	52
3.5	The Nanatsudaki Model	54
3.5.1	Objective Setting.....	56
3.5.2	Hermeneutics	58
3.5.3	Socialization.....	59
3.5.4	Brainstorming	60
3.5.5	Debate	61
3.5.6	Roadmapping	62
3.5.7	Implementation: Experimental Work	63
3.5.8	Closure: A Different Cycle of the Entire Process.....	64
3.6	Relation to Experimental Results	65
3.7	Conclusions	66

Part II: Tools for Supporting Basic Creative Processes

4	Knowledge Acquisition by Machine Learning and Data Mining	69
(Tu Bao Ho, Saori Kawasaki and Janusz Granat)		
4.1	Introductory Remarks.....	69
4.2	Machine Learning, Knowledge Discovery and Data Mining	71
4.3	Examples of Progress in Machine Learning and Data Mining	78
4.4	Scientific Data Mining	79
4.4.1	Mining Medical Data	81
4.4.2	Mining Genomic and Proteomic Data	83
4.4.3	Mining Materials Science Data.....	84
4.5	Experiences of Data Mining in Telecommunications.....	85
4.5.1	An Example of Complex Interaction Process.....	87
4.5.2	Event Mining	89
4.5.3	Exchanging Tacit Knowledge.....	91
4.6	Conclusions	91
5	Creativity Support in Brainstorming	93
(Susumu Kunifuji, Naotaka Kato, Andrzej P. Wierzbicki)		
5.1	Contents and Introductory Remarks	93
5.2	The Meaning and the History of Brainstorming	93
5.3	Models of the Brainstorming Process	95
5.4	Software for Brainstorming Support.....	99
5.4.1	The KJ Method and Creative Problem Solving Systems.....	100
5.4.2	GRAPE Decision Support Groupware	103
5.4.3	Support System for Consensus Making: Group Coordinator	108
5.5	Novel Approaches to Brainstorming Support.....	115
5.5.1	The Use of Brainstorming in Normal Academic Knowledge Creation	116
5.5.2	The Enrichment of Brainstorming by Normal Academic Creative Processes.....	119
5.6	Concluding Remarks	125

6 Debating and Creativity Support	127
(Jifa Gu, Andrzej P. Wierzbicki)	
6.1 Introduction	127
6.2 Existing Software for Supporting Debate and Knowledge Creation	129
6.2.1 General Groupware	129
6.2.2 Specific Software or Platforms for Debate and Knowledge Creation	130
6.2.3 PathMaker	130
6.2.4 Group Argumentation Environment (GAE)	134
6.2.5 Electronic Common Brain (ECB)	146
6.3 Rational and A-rational Aspects of Debate and Related Software Requirements	148
6.4 Conclusions	153
7 Creativity Support for Roadmapping	155
(Tiejun Ma, Jie Yan, Yoshiteru Nakamori, Andrzej P. Wierzbicki)	
7.1 Introductory Remarks and Contents	155
7.2 Science and Technology Roadmaps	156
7.3 Roadmapping as a Knowledge Creation Process	161
7.4 I-System and Knowledge Creation Support in Roadmapping	163
7.4.1 Intervention	165
7.4.2 Intelligence	165
7.4.3 Involvement	166
7.4.4 Imagination	167
7.4.5 Integration	169
7.4.6 General Features of Information Technology Support for Roadmapping	169
7.5 Case Studies - Making Academic Research Roadmaps in JAIST	170
7.5.1 An Interactive Planning (IP) - Based Roadmapping Approach	172
7.5.2 A Web-based Roadmapping Support System	178
7.5.3 Experience in Applications of Roadmapping at JAIST	181
7.5.4 Individual Research Roadmaps	181
7.5.5 Case Study: Roadmaps for Development of Fuel-Cell Technology	183
7.6 Conclusions	188
8 Integrated Support for Scientific Creativity	191
(Adam W. Wierzbicki, Hongtao Ren)	
8.1 Introduction	191
8.2 User Requirements for a CE	192
8.3 Models of Creative Processes	194
8.3.1 Three Models of Knowledge Creation	194
8.3.2 Nanatsudaki Model	195

8.4	Experiences with Implementation of CE Prototypes	195
8.4.1	Creative Environment at JAIST	196
8.4.2	SCI-Blog: a Prototype CE at PJIT	199
8.5	Scenarios of User Interaction with a CE	201
8.5.1	Planning a New Research Project	201
8.5.2	Searching for Related Work	202
8.5.3	Describing and Sharing Read Literature	203
8.5.4	Review of Other Users' Work	203
8.5.5	Seminar Discussions	203
8.5.6	Planning an Experiment	204
8.6	Modular Architecture of a CE	204
8.6.1	Personal Workspace Module	205
8.6.2	Information Retrieval Module	205
8.6.3	Group Communication Module	206
8.6.4	Planning and Roadmapping Module	207
8.6.5	Experiment Module	208
8.7	Data Representation and Metadata in a CE	209
8.7.1	Database Structure of a CE	209
8.7.2	RDF/XML File Repositories for Semantic Web Documents	210
8.8	Security of Information in a CE	211
8.8.1	Authentication and Privacy	211
8.8.2	Access Control	212
8.9	Evaluation of Creative Environments	212
8.10	Conclusions	213
 Part III: Diverse Tools Supporting Creative Processes		
9	Statistics for Creativity Support	217
(Hiroe Tsubaki, Andrzej P. Wierzbicki)		
9.1	Introductory Remarks	217
9.2	The Grammar of Technology Development	217
9.3	Lessons from Applications of Statistical Tools for Quality Control	218
9.4	Statistical Experiment Design	222
9.4.1	Orthogonal Experiment Design and Its Applications	222
9.4.2	History of Statistical Experiment Design and the Taguchi Method	227
9.4.3	A Quadratic Response Surface Approximation	228
9.5	Possibilities of Creativity Support and Conclusions	230
10	Virtual Laboratories	233
(Marek Makowski, Andrzej P. Wierzbicki)		
10.1	Introductory Remarks	233
10.2	Knowledge-based Problem Solving	234
10.3	Knowledge Integration	237

10.3.1 Models for Knowledge Integration and Creation.....	237
10.3.2 Knowledge Integration in Models.....	239
10.4 Collaborative Modelling.....	241
10.4.1 Model Specification.....	242
10.4.2 Data.....	242
10.4.3 Model Analysis.....	244
10.5 Virtual Organisations.....	244
10.6 Laboratory World.....	246
10.7 Knowledge Creation by Model Analysis.....	247
10.7.1 Model-based Problem Solving.....	247
10.7.2 Modelling Technology.....	248
10.7.3 Model Analysis.....	249
10.8 Structured Modelling Technology (SMT).....	251
10.9 Conclusions: Virtual Modelling Laboratories.....	253
11 Gaming and Role Playing as Tools for Creativity Training.....	255
(Mina Ryoke, Andrzej P. Wierzbicki)	
11.1 Introductory Remarks.....	255
11.2 Current Directions in Gaming, Negotiation, and Game Theory.....	256
11.3 Gaming in Business Education.....	258
11.3.1 What is the Aim of Gaming Simulation?.....	258
11.3.2 Gaming Simulation Efforts in a Business School.....	259
11.3.3 Procedure of the Gaming Simulation.....	260
11.3.4 Macro-cycle and Micro-cycle.....	260
11.3.5 Experiences in Gaming Simulations.....	261
11.3.6 Significance of Gaming Simulation at a Business School.....	262
11.3.7 Development of Business Simulation Exercises.....	263
11.3.8 Relations in Gaming Simulation: Facilitator and Designer.....	264
11.3.9 Gaming Simulation and Knowledge Creation.....	265
11.4 Role Playing and Negotiations for Problem Solving and Idea Formation.....	266
11.4.1 Basic Concepts of Coalition Game Theory.....	266
11.4.2 Usual Reference Points.....	268
11.4.3 Achievement Functions and Reference Point Approach.....	270
11.4.4 Special Reference Points.....	272
11.4.5 The Case of Empty and Extended Core.....	274
11.4.6 Example: Negotiating a Merger of High-tech Firms.....	275
11.4.7 Lessons from the Examples and Simulated Negotiations.....	278
11.5 Conclusions.....	279
12 Knowledge Representation and Multiple Criteria Aggregation.....	281
(Wiesław Traczyk, Andrzej P. Wierzbicki, Van Nam Huynh)	
12.1 Introduction: the Need for Knowledge Representation and Integration.....	281
12.2 Knowledge Definitions.....	283
12.3 Representing Knowledge in Logical Form.....	285

12.3.1	Production (Decision) Rules	285
12.3.2	Decision Tables	287
12.3.3	Decision Trees	289
12.4	Representing Knowledge in Structural Form	290
12.4.1	Networks	290
12.4.2	Frames	292
12.4.3	Description Logics	293
12.5	The Problem of Integration of Knowledge	294
12.6	Multiple Criteria Aggregation for Knowledge Integration.....	295
12.6.1	An Approach to Multiple Criteria Aggregation, Ranking and Classification	297
12.6.2	Compensatory vs. Noncompensatory Criteria, Subjective vs. Objective Ranking	302
12.6.3	Hierarchical Aggregation of Criteria.....	306
12.6.4	Example of Six Divisions of a Corporation	307
12.7	Multiple-Attribute Aggregation under Uncertainty for Decision Making	309
12.7.1	Problem Description.....	310
12.7.2	Evaluation Analysis Model	313
12.7.3	Dempster-Shafer Theory of Evidence.....	314
12.7.4	The ER Approach for Attribute Aggregation.....	315
12.7.5	From Extended Decision Matrix to Evaluation Matrix.....	318
12.8	Conclusions.....	319
13	Distance and Electronic Learning.....	321
	(Toshiya Ando, Piotr Górczyński, Andrzej P. Wierzbicki)	
13.1	Introductory Remarks	321
13.2	The Role of Electronic and Distance Learning and Teaching in the Knowledge Civilisation Era.....	322
13.3	Current Achievements and Trends of Electronic and Distance Learning	325
13.3.1	Types of e-Learning	325
13.3.2	The Characteristics of e-Learning in a Narrow Sense	326
13.3.3	Searching for a Better Combination of e-Learning Technologies	328
13.3.4	The Importance of Education Strategy in an Organisation: the Concept of a Learning Organisation	330
13.4	Integrated Evolutionary Learning Model from a Practical Point of View	331
13.4.1	Establishment of Learning Strategy	331
13.4.2	What Should Be Learned?.....	331
13.4.3	Evolutionary Cycling	333
13.4.4	Conceptual Model of Integrated Evolutionary Learning	333
13.5	Market Driven Development vs. Long Term Trends	334
13.6	Current Trends and Problems of Multimedia Technology	336
13.7	Ambient Intelligence vs. Electronic Learning	338

13.7.1 Features of Intelligent Tutoring Systems and Commercial Standards.....	340
13.7.1 SLIT: A Conceptual Model of an Intelligent Tutoring System	342
13.7.2 The Use of Data Mining in Intelligent Tutoring Systems.....	344
13.7.3 Course Model, Log Files and Decision Tables	345
13.7.4 Virtual Students for Testing the Effectiveness of Data Mining Methods	346
13.7.5 Simulations Conditions and Test Results.....	348
13.8 Conclusions: Creativity Support vs. Electronic Learning	349
 Part IV: Knowledge Management and Philosophical Issues of Creativity Support	
14 Management of Technology in Academic Research.....	353
(Toshiya Kobayashi, Yoshiteru Nakamori and Andrzej P. Wierzbicki)	
14.1 Introduction.....	353
14.2 What is Management of Technology (MOT)?.....	354
14.3 Establishment of MOT Courses at JAIST	357
14.4 Development of the Foundations of MOT.....	360
14.5 Development of MOST.....	361
14.6 The Significance of MOST: from Implicit to Explicit Knowledge	363
14.7 Experiences and Problems with MOST	365
14.8 Conclusions.....	368
15 Knowledge Management and Creative Holism in the Knowledge Age.....	369
(Fei Gao and Yoshiteru Nakamori)	
15.1 Introduction.....	369
15.2 Creative Holism – Basic Concepts	371
15.3 The Implication of Knowledge in Organisations.....	373
15.3.1 Static Substance Knowledge	375
15.3.2 Dynamic Process Knowledge.....	377
15.4 Knowledge Management, Creative Holism, and Creative Space.....	378
15.5 Conclusions.....	383
16 <i>Technology and Change: The Role of Technology in the Knowledge Civilization Era</i>	385
(Andrzej P. Wierzbicki)	
16.1 Introductory Remarks	385
16.2 The Big Change in Last Fifty Years	386
16.3 The Era of Knowledge Civilization.....	387
16.3.1 Diverse Perceptions of a New Era.....	387
16.3.2 The Conceptual Platform and the Episteme of a Civilisation Era.....	388

16.3.3	What Happened at the End of the Industrial Civilization Era.....	391
16.4	The Three Separate Spheres of Technology, Hard Sciences and Social Sciences with Humanities	393
16.4.1	Why Separate Spheres?.....	393
16.4.2	The Dominant Episteme of a Sphere and Its Limitations	395
16.5	The Views of Philosophy of Technology	396
16.5.1	The General Impression of a Technologist	396
16.5.2	A Few Acceptable Views	397
16.5.3	The Dangers of Misunderstandings.....	398
16.6	How Social Sciences and Humanities Present the Episteme of Hard Sciences and of Technology	398
16.6.1	Theories of Instructional Design	399
16.6.2	Soft vs. Hard Systems Thinking.....	402
16.6.3	Post-modern Social Science and Sociology of Science	404
16.7	What Technology Is and What It Is Not	406
16.7.1	The Definition of Technology by Heidegger as Understood By a Technologist.....	406
16.7.2	The Warnings of Heidegger as Understood By a Technologist	406
16.7.3	The Sovereign though not Autonomous Position of Technology.....	407
16.7.4	The Reverse Relation of Science and Technology	408
16.7.5	Two Positive Feedback Loops	410
16.8	What Will Be the Technology of the Knowledge Era.....	413
16.8.1	Some Examples of Technology of the Knowledge Era.....	414
16.8.2	New Warnings: What We Must Be Careful About.....	415
16.9	Conclusions.....	415
17	The Emergence of New Concepts in Science.....	417
(Zbigniew Król)		
17.1	Introductory Remarks	417
17.2	Conceptual and Scientific Change.....	418
17.3	Mathematical Intuition and Platonism in Mathematics. The Idea of the Reconstruction of the Hermeneutical Horizon.....	420
17.4	Platonism and Hermeneutical Conditions for Emergence of Concepts.....	425
17.5	An Example of Emergence of Concepts in Mathematics	427
17.5.1	The Ancient Intuitive Model of Euclidean Geometry.....	429
17.5.2	The Emergence of Absolute Space	432
17.6	The Intuitive Analysis of Concepts	433
17.7	The Schema of the Intuitive Analysis of Concepts	437
17.8	Conclusions and Remarks.....	442

18 Summary and Conclusions	445
(Andrzej P. Wierzbicki, Yoshiteru Nakamori)	
18.1 Introductory Remarks	445
18.2 Summary of Contributions.....	445
18.3 The Emergence of an Integrated Episteme of the Knowledge Civilisation Era.....	456
18.3.1 What Technology and Hard Science Can Propose as an Emerging Episteme of the Knowledge Civilisation Era.....	457
18.3.2 Constructive Evolutionary Objectivism	462
18.3.3 The Problem of Truth in the Knowledge Era	464
18.4 Concluding Remarks.....	466
References.....	469
Index	497

